



Wrightington
Mossy Lea
 Primary School



S.T. GEORGE'S
 Church of England
 Primary School



From tiny acorns, mighty oaks grow

Accessibility Plan 2023

Approved by:	Full Governing Board	Date: Sept 2023
Last reviewed on:	August 2023	
Next review due by:	Autumn 2024	



“Be determined and confident as God will be with you”, inspiring you to “learn, care and share through work, play and prayer”. Deuteronomy 31:6



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

3. Action plan

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person responsible	Date To Complete Actions By	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>					

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person responsible	Date To Complete Actions By	Success Criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height. 					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Induction loops (at St George's only). • Pictorial or symbolic representations. 					

3.1 Curriculum

The School's Special Needs Policy, compliance with the SEN code of practice, use of PIVATS etc ensures that the curriculum is currently accessible to a wide range of ability. If circumstances arose where other curriculum needs were apparent, they would become a priority.

TASK	ACTIONED BY	RESOURCES/ FUNDING	COMPLETION DATE	SUCCESS CRITERIA/ PERFORMANCE INDICATORS
SEN Co-ordinator will use LA training opportunities to keep abreast of current practices. Cluster Meetings	SENCO	Standards Fund	On-going	The SENCO will be conversant with changes to Special Needs legislation and best practice. This information will be communicated to other staff members.

3.2 Communication

School currently communicates to pupils and parents verbally, in writing and on line with our website. If circumstances arose where further means of communication were necessary, these would become a priority.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy